



Talented Dashboard Protocol Newly Hired Teachers



Data Overview



Essential Question

"What are the sources of our newly hired teachers?"



Dashboard Pages

- Summary
- Through Time
- Assignments
- Assignments Through Time
- Details



Data Description

The dashboard displays the sources of newly hired teachers, including their entry pathways and certification statuses, as well as changes over time in hiring sources, certificate types, and program or campus-level assignments.

Protocol Description



Recommended Participants

This protocol is designed for district and campus decision-makers who directly influence teacher recruitment, placement, support, and retention strategies, including but not limited to:

- Superintendent & District Leaders
- Human Resources/Talent Staff
- Campus Leaders



Recommended Time

90-120 minutes



Questions to Leverage Dashboard Data

- From what sources are our newly hired teachers coming? Are they new to teaching, re-entering the profession, or transferring from another LEA?
- What certification status do our newly hired teachers hold (certified, uncertified, or on an emergency/intern certificate or permit)?
- How has the distribution of new hires' sources to our LEA changed over time?
- How have the types of certificates our new hires hold changed over time?
- What proportion of our new hires were assigned to each program/population?
- How does the proportion of our new hires assigned to each program/population vary by campus level?
- How has the proportion of our new hires assigned to each program/population and campus level changed over time?



Protocol: Newly Hired Teachers

Frame > Describe > Plan



Frame

This phase occurs before reviewing the data to orient stakeholders and focus the analysis.



Guiding Questions

- What are we trying to understand and do by analyzing this data?
- What do you expect to see in the data (are there any assumptions or biases that need to be named)?
- What decisions can this data help us make?



Example

Data shows that newly hired teachers may be hired with standard certification, uncertified status, or on an emergency/intern permit. We expect to see variation in how these teachers are distributed across programs and campuses. We think this data will help us identify patterns in where uncertified or provisionally certified teachers are most likely to be placed. This will give us insights on where additional support or targeted recruitment may be needed. From this dashboard, our program aims to determine the certification status of our newly hired teachers and how it has evolved.

Your framing...





Describe

This phase occurs during the review of data to make meaning of the data and support decision making.



Guiding Questions

- What insights can be gathered from this data?
- Are there trends, outliers, correlations, etc.?
- What does the data suggest?



Example

In reviewing the data, some trends that we noticed were:

- *A notable proportion of our newly hired teachers entered with emergency or intern permits, while fewer entered fully certified. This could suggest 1) our district is relying heavily on alternative entry pathways to meet staffing needs, 2) there may be shortages in specific certification areas leading to more emergency hires, and/or 3) certified teachers are choosing other LEAs over ours.*
- *Provisionally certified or uncertified teachers were more often hired to teach in high-need areas. This suggests we may need to consider additional support for these teachers to ensure long-term retention and instructional effectiveness.*
- *Over the past three years, the proportion of uncertified hires has increased. This suggests a possible trend that could signal future staffing challenges if the pipeline of fully certified candidates continues to shrink.*

Your description...





Plan

This phase occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.



Guiding Questions

- Based on this data, what interventions or strategies would help address the trends noticed?
- What other data sources can be reviewed in conjunction with the trends noticed in this data?
- What are the specific next steps (timelines, resources, limitations. etc.) needed to build our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?



Example

Based on what we noticed in the data, we will work with principals, hiring managers, and district leaders to strengthen support for teachers entering the school district on emergency or intern permits and to ensure their success in high-need areas. Using this data alongside retention, performance, and student outcome information, the leadership team will develop a plan that includes:

- 1. Enhancing targeted professional development and mentoring for provisionally certified or uncertified teachers, including pathways toward certification.*
- 2. Strengthening partnerships with teacher preparation programs to increase the supply of fully certified candidates in high-need areas.*
- 3. Reviewing recruitment and placement strategies to balance staffing needs while supporting teacher readiness and long-term retention.*

Suggested Timing - This plan will be co-created with district HR leaders and campus administrators during the 3rd quarter district planning meeting.

Your plan...

